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SUPPLEMENTARY REPORT ON THE STUDY OF RETARDATION IN THE SCHOOLS OF INDIANAPOLIS

R. W. HIMELICK
Supervising Principal, Indianapolis Schools

The purpose of this special investigation on retardation was to attempt to throw some light upon questions that arose through a study of the previous report by Superintendent Mirick.¹ There seemed to be a feeling among many teachers that the percentage of retardation was probably low enough; that the agitation had produced a tendency to force the percentage even too low, by causing teachers to feel that they must promote a certain number. At a glance it would seem that it is not difficult to account for the retardation of 4 or 5 per cent. "Lack of attendance," "mental," and "physical" condition of the children are the usual "remarks" as to why children are retarded. There were two fairly well-defined questions that were prominent in this investigation: (1) Have we reached the proper standard for promotion? Should a larger or smaller number be retarded? (2) Are the right ones being retarded?

It seemed that the simplest way to get at this matter would be to ask a number of teachers to put all pupils on trial. If this could be done in different schools the conditions, both as to the nature of the children and the attitude of the teacher herself, would vary enough to make the experiment decisive. This would mean that the success or failure of all promotions would be tested by the ability of the child to do the new work; at present promotion depends on what the pupil had done during the past term. Our promotions have always been made upon the assumption that all school work is perfectly graded and unless the child completes in a satisfactory manner one grade he must not attempt the next

¹ "Report on the Study of Retardation in the Schools of Indianapolis, 1908-11," *Elementary School Teacher*, XII, No. 2, October, 1911, by George A. Mirick, acting superintendent of schools.

higher. Promotions have always been based very largely upon the possession of a definite amount of knowledge rather than real experience. It is a common feeling that a child retrogrades during the summer vacation. In many cases this period of his life is filled with rich experiences. But when he comes into the school-room we do not know how to make the best use of these experiences but try to create for him, from books, a new experience.

The individual reports given below are just as they came from the supervisors. Each supervisor made his report in the form best suited to his case. This was done in order to get at the subject from as many viewpoints as possible.

GENERAL STATISTICAL SUMMARY OF THE FOLLOWING REPORTS

1. Total number of schools included in this report	12
2. Total number children included in this report	6,270
3. Number reported for retardation	555
4. Percentage on trial . . . . .	.088
5. Number making good	285
6. Number retarded	119
7. Percentage of retardation . . . . .	.019
8. Number unaccounted for	150
9. Percentage of retardation (January, 1911) entire city . . . . .	.046
10. Percentage of decrease in retardation for these districts . . . . .	.027

REPORT FROM THE LUCRETIA MOTT SCHOOL

In the Lucretia Mott School every one of the five hundred pupils was promoted in June, 1911. Those who under ordinary circumstances would have been demoted numbered 27. The certificates of these pupils had a note appended as follows: "John has been promoted to the next grade on a six weeks' trial. If in the fall, he does not make good, he will be retarded at the end of six weeks without further notice." The teachers readily accepted the supervising principal's request that this method be given a trial. We hoped that the physical and perhaps mental development of the child during the summer, as well as the definite consciousness that his standing was not acceptable, might be the means of saving a half-year for him. Teachers were frankly informed by the supervising principal that in the fall they were to make the final decision regarding the promotion or retardation of every child who was on the six weeks' probation list; and that the supervising principal did not wish to have a voice in the last disposal of the cases. I was absolutely unbiased about the final outcome and made an effort to impress this fact upon the teachers.

On November 1 I asked for the judgments of the teachers, with the following results:

Grade	Number on Trial	Number Demoted November 1	Number Not Demoted
8A.....	2	0	2
8B.....	3	1	2
7A.....	4	2	2
7B.....	3	1	2
6A.....	3	1	2
6B.....	2	2	0
5A.....	2	2	0
5B.....	1	0	1
4A.....	2	2	0
4B.....	1	0	1
3A.....	1	0	1
3B.....	2	1	1
2A.....	1	0	1
2B.....	0	..	..
1A.....	0	..	..
1B.....	0	..	..
Totals.....	27	12	15

The table shows that $\frac{5}{9}$ of the proposed demotions of June, 1911, were, so far, saved a half-year. One of the pupils demoted November 1 has been so thoroughly brought to consciousness that he is now being replaced; thus making the result: 16 pupils out of 27 are able to do better than we expected at the close of school.

LYDIA R. BLAICH
Supervising Principal

REPORT OF MCKINLEY SCHOOL

This is a twelve-room building enrolling five hundred pupils, thirty-six of whom were reported for demotion in June. On the suggestion of the Assistant Superintendent all of these children were placed as trials on the rolls and given promotion cards on which were written statements to the effect that if after from four to six weeks' trial they were unable to do advanced work, they were to fall back into a lower grade.

December's record was as follows: Eleven left the district and we have no report from them, four were demoted, six were reported as doing well, and fifteen were in the advanced grade but were weak in their work. This last class would have been much smaller were it not that many of the children were kept from school four or more weeks on account of diphtheria and also that the classes were too large to enable the teachers to give the individual help necessary to the success of such a plan.

SUMMARY

Reported for demotion.....	.072
Finally demoted.....	.008
Doing well.....	.012
Promoted.....	.05
A little weak.....	.03

IDA GEARY

Supervising Principal

REPORT OF SCHOOL NO. 4

Building of 700 pupils, 19 teachers, all grades below the high school. Children for the most part come from homes of working people. They do not have many advantages. School of central interest and importance in the lives of the children.

In the opening of 1911 we were asked to look closely after the matter of irregular promotions. Then came the request that at the June promotion we should send on not only the pupils who we felt had completed their work and were ready to go on, but the others also. In fact every child in the building should go on. This was to serve as an experiment by way of judging to what degree we were correct in our estimate of the ability of the pupils whom we had expected to leave behind. I did not favor the plan, but consented to be open-minded at least and give it a fair trial.

After I had reached this conclusion, I presented the matter to the teachers. No one favored the plan and some strongly opposed it. Knowing that the success of the experiment depended upon the sympathy and co-operation of the teachers I endeavored to convince them that if we undertook it at all we should stand together and give it a faithful trial. Six weeks before the end of the term a number of children whose work was poor were told that they were to have a trial, so instead of settling back and virtually dropping out of the race, they got to work and made considerable headway. Right here is one point in favor of this plan. At the close of the term each teacher marked "promoted" all whom she recommended. Those who she felt were able to make the grade if some pressure was brought to bear were marked "promoted on trial." The others, the hopeless cases, were left blank, and I marked them "special trial." Each "trial" and "special trial" was written up by the teacher, who stated freely whatever she knew that would give light in the case. At the beginning of the new term these trial pupils were looked after and encouraged in every way to keep up their efforts, with the result that a number have done stronger work than the regularly promoted pupils. The plan was to give the "trials" and "special trials" six weeks of the new term in which to prove their worth, but as there was such great absence as a result of the diphtheria epidemic a longer time was needed in some cases to decide. This unusual absence together with the fact that a large number of our children

withdrew to attend parochial schools has interfered with making a complete and satisfactory report of the experiment. The figures are as follows:

Total number of children on trial.....	124
Total number who left the building.....	29
Total number making good.....	66
Total number sent to lower grades.....	29

It is not the intention to ask any teacher to keep any trial pupil beyond the six-weeks period of trial unless his work was satisfactory to his teacher. In a few cases, however, because of crowded conditions some very weak children were obliged to remain in the room as placed at the first of the term. It may be well to mention right here that one drawback in connection with this experiment was this. Parents did not wish to purchase new books for a child who was not sure of making good, and when the books were furnished the parents seemed to feel that such books should be sufficient to make the child's going on unquestionable—that to put the child back after getting his books was a positive injustice. While the conditions in the building have been unfavorable for this experiment the result has thrown valuable light on the subject and proved, so it seems to me, that a larger number of children can be carried over with safety to the higher grades than seemed possible before. I do not believe every child should be promoted at the close of the term, but I am confident that we should be quite generous in this matter of trial promotions.

LULU COBLEIGH GROVE

Supervising Principal

REPORT OF GEORGE W. SLOAN SCHOOL

It was decided to try the plan of promoting all of the 968 pupils in the Sloan School at the close of the term in June. No announcement was made of this decision to the teachers, so when the promotion rolls were presented to the supervising principal for approval they showed, as had been the custom, three classes: those who were to be promoted unconditionally, those who were to be passed on trial, and those who should be retarded or kept in the same grade.

In the examination of the rolls, when the name of a pupil who was to be placed upon the retarded list was reached, the teacher was asked, What would be the effect if this pupil were given a trial? The general reply was that he could not do the work of the next grade. However he was passed on trial and given a mark by which he could be distinguished from the other trial pupils mentioned above. After all the rolls had been passed upon it was found that there were 82 such trial pupils.

At the next teachers' meeting they were told that if at the end of six weeks after the opening of school these same children were not doing satisfactory work, they would be demoted without question, having been given a fair trial.

The teachers were unanimous in opinion that the experiment was well worth the trial. Several however predicted that at the end of six weeks most of these children would be demoted.

In making the class lists in September they were distributed through the various rooms, but in case there were two rooms of the same grade they were placed in one room. Nothing was said to the teacher about the particular pupil and as there were several changes in the corps, not much information was received from former teachers. At the beginning of the fifth week of school the teachers were called together and blanks, such as is shown below, were distributed to each of them with instruction to fill out and send to the parent.

GEORGE W. SLOAN SCHOOL
October, 1911

Mr.....

Your son Arthur is not doing satisfactory work in arithmetic, spelling, etc. Unless there is a marked improvement in his work within the next two weeks he will be put into a lower grade without further notice.

.....
.....
.....
Supervising Principal
Parent's Signature

An examination of the notices which were sent to parents showed that about 60 per cent of them were for children who had been recommended for retardation in June; the other 40 per cent were those who had been regular trial pupils or were new to the school.

At the opening of the school in September there was diphtheria in the district and at the end of six weeks it had become epidemic. At this time 40 per cent of all the children were out of school, and naturally a large number of these were those whose parents had received the notices of unsatisfactory work. It did not seem practical to carry on the plan at that time. The epidemic continued until the Thanksgiving vacation. Upon investigation after Thanksgiving it was found that to regrade according to teachers' opinions would again disrupt the school, so it was decided to allow the grading to remain as it was and to retard all these children who are reported as unsatisfactory at the end of the term.

Just before the Christmas vacation the teachers were asked for the names of those whose work was unsatisfactory. It was found that 33 of the names were the same as those who were recommended for retardation in June.

SUMMARY

Number enrolled at the close of the term.....	968
Number recommended for retardation.....	82
Number recommended for retardation in December (of same list) ..	33
Number not in this school in December (of same list).....	9
Number doing satisfactory work in December (of same list).....	40

The conditions have been so extraneous that it is difficult to form conclusions of the results. It however is true that about one-half of those who were recommended for retardation in June have made good in their classes. What the results would have been under favorable circumstances can only be surmised, and whether these same persons continue to be promoted regularly remains to be seen.

DANIEL T. WEIR
Supervising Principal

REPORT FROM SCHOOL NO. 61 AND CALVIN FLETCHER SCHOOL

The plan of promotion herein discussed was presented in detail to the teachers at each building at a meeting early in June. They at once assumed a scientific attitude with regard to it. They were sympathetic toward the children, and on the whole so far as they were a factor the conditions were as favorable as could be desired. They were ready to co-operate in any attempt to get more light on a problem perplexing to them as to the supervising authorities. They were quick to see that the incentive of a trial, new subject-matter, new teachers, the experience and development during the vacation season were factors worth taking advantage of, whose weight could only be determined at some reasonable time within the following term.

At the close of the term in June written statements definitely stating the conditions were sent to the parents in each case. The conditions were also made plain to the children. This was repeated at the opening of schools in September. Only those children about whose success there was serious doubt were taken into account—such children as ordinarily would not have been promoted. All others were promoted clear of conditions.

The Fletcher School is departmental in organization, consisting of 9 teachers, and at that time of approximately 250 pupils of the 7B to 8A grades inclusive. The teachers are of comparatively high grade. Out of this number of children a total of 16 were promoted on trial of six weeks—all others being promoted clear. The distribution by grades and results to date are as follows:

9B grade (first term of high school) 6

Of these the two strongest entered other activities; one withdrew with poor standing; one is probably failing and remains in school only under pressure of parents; and two are doing acceptable work.

8A grade 5

One was returned to the 8B grade; one is doubtful, and three are doing fair work.

8B grade 3

One has a rank of fair, and two have developed into comparatively strong pupils.

7A grade 2

One entered the parochial schools, and one is doing satisfactory work. Out of the total sixteen, three did not re-enter, two have failed, two are doubtful cases, and nine are maintaining acceptable rank.

School No. 61 is a seven-room building with approximately 300 children of the 1B to 6A grades inclusive. The corps of teachers on the whole is a good one. A fact of interest to be noted here is that at the opening of the September term this school was placed under different supervision, and attention to the experiment practically lapsed throughout the term. No six-weeks trial term was thus applied here. This fact, however, does not in any wise impair the results but may be taken into account in their interpretation. Out of the total 300 children 18 were given the trial. The distribution and results are as follows:

7B grade. 3

One moved from the city; two were transferred to school No. 8, and are doing fair work.

6A grade. 2

One left the city and one is acceptable.

6B grade. 2

Both doing satisfactory work.

5B grade. 2

Both doubtful of promotion in January.

4A grade. 3

One transferred, one is failing, and one is doing well.

4B grade. 2

One is failing and one ranks fair.

3A grade. 2

One is failing and one is satisfactory.

2B grade. 2

One left the city, and the other is succeeding with considerable individual help.

Out of the total eighteen—four were transferred and were dropped out of account, five will probably not be promoted in January, and nine—one-half—are doing acceptable work.

It is not assumed that herein is found the solution of the intricate problem of promotion. In a sense it might appear that the day of reckoning is only deferred to the end of a definite trial period within the term rather than coming at the end of the previous term. There is perhaps never a time when one can be perfectly certain of the wisest course to pursue in many cases. The question of determining in each case between two alternatives the situation in which a particular child may best live and get experience, the conditions in which he may best grow and develop is a question to answer which even to a practical certainty involves a great many factors. This will be true at whatever time the issue is made. As a matter of fact in a good school more or less frequent promotions are made at any time throughout the term. And though it might appear that in this case the time of reckoning is only deferred, it must be granted that by so doing we come to the problem from the consideration of a number of factors, and, with the advantage of a number of facts which otherwise would have been impossible. And as a result it seems fair to assume that 19 children out of a total of 35 were saved the unnecessary repetition of

a grade with all the injustice that goes with it, while the 8 who are repeating or will probably repeat the grade next term are quite as well off, so far as can be determined, as they otherwise would have been.

E. R. RAY

Supervising Principal

REPORT FROM SCHOOL NO. 32

In June, 1911, all pupils in School No. 32 were promoted to the next higher grade than the one they were then in. At that time there were 536 pupils besides the 8A's. Twenty of the 536 pupils were considered by the teachers as not ready for promotion. Of the others, 15, including 6 1B's who had been in school less than two months, were weak in one or more subjects and some doubt was expressed as to the wisdom of promotion. In all of these cases the promotion card bore the teacher's statement of the particular weakness of the child and the fact that a trial of six weeks in the advanced grade would be granted the following term.

On the first 20 (the ones poor in all subjects) 4 moved from the city or from the district; 10 are doing the work of the higher grade as well as the average of the class; 5 are still poor in all their work and I fear always will be; 1 out of the twenty was demoted.

Of the other 15 (doubtful in one or more subjects) 6 were the 1B's who had been in school less than two months. They have moved along with their class. Two of the fifteen left school, one has been demoted, and the others are doing as satisfactory work as others in the class.

SUMMARY

536 pupils on the rolls.
 20 poor in all subjects.
 15 poor in one or more subjects.
 The 35 given a trial in higher grade:
 2 demotions.
 6 left city or district.
 5 still poor—but no worse.
 22 doing as satisfactory work as others in the class.

LIZZIE J. STEARNS

Supervising Principal

REPORT FROM SCHOOL NO. 49

In June, 1911, there were 650 pupils, grades 1B to 8A inclusive, enrolled in school No. 49. Of these 97 were marked "on trial." Of this number 45 would not have been promoted under ordinary conditions, and it is upon these 45, consequently, that this experiment was made.

From the start the eighteen teachers in the building were taken into full confidence. Their interest was thus aroused, and was active and scientific throughout. It was realized that their intimate knowledge of the pupils

concerned was too valuable to be discarded, or to be used by them "in the dark." Before the promotions in June, the theory and the plan of the experiment were fully explained and discussed in teachers' meetings. Upon the opening of school in September, the conditions were explained to all new members of the corps, and each teacher in the building was asked to keep track of her trial pupils. Reasonable assistance was given, and conferences on individual pupils were often held. New subject-matter, it was thought, was only one of the elements in the possible success of a weak pupil. Intelligent consideration and help by his teacher were thought equally important and equally his due.

At the close of the first six weeks of the term, when the trial period should have expired, the school was in the midst of a diphtheria epidemic. For nearly a month the attendance was about 50 per cent of the enrolment. Naturally enough, most of the trial pupils were numbered among the absentees. This condition in part vitiated the experiment, although the period of trial was considerably extended. A week after the attendance had again become normal, all trial pupils who were evidently failing were carefully investigated and tested. Out of the 45 pupils it was found that 12 had failed "to make good," and that 10 others would possibly be failures at the close of the term. The 23 pupils remaining, however, were found to be doing satisfactory work, some of them, in fact, were stronger than certain pupils who had passed clear in June.

This brief experiment, imperfect and incomplete as it was, has brought up two or three pertinent suggestions.

a) Promotions should be more freely made. Deficient pupils should be given more than the "benefit of a doubt." It is impossible to foresee the effect of a new grade upon such pupils and properly to take into account the growth, mental and physical, which comes to a child from month to month.

b) The success of the 23 pupils who "made good" meant more to them than merely saving a half-year. Undoubtedly the educative process in their cases operated more nearly at the maximum efficiency. Furthermore, on the spiritual side, it would be hard to estimate the value of success, instead of failure, in their tender years.

c) In principle, it is as great an error to promote all pupils as to promote none. The practice of experienced supervisors in making the classification of deficient pupils a study, and each case an individual one, must be followed. The highest discernment and judgment, with all the light available, are none too accurate in placing a pupil where he may be most benefited and work at his maximum efficiency.

J. F. THORNTON

Supervising Principal

REPORT FROM SCHOOLS NOS. 16, 50, AND 52

I feel that the teachers went into this experiment with an open mind. There was no objection on the part of any teacher to the investigation. Many

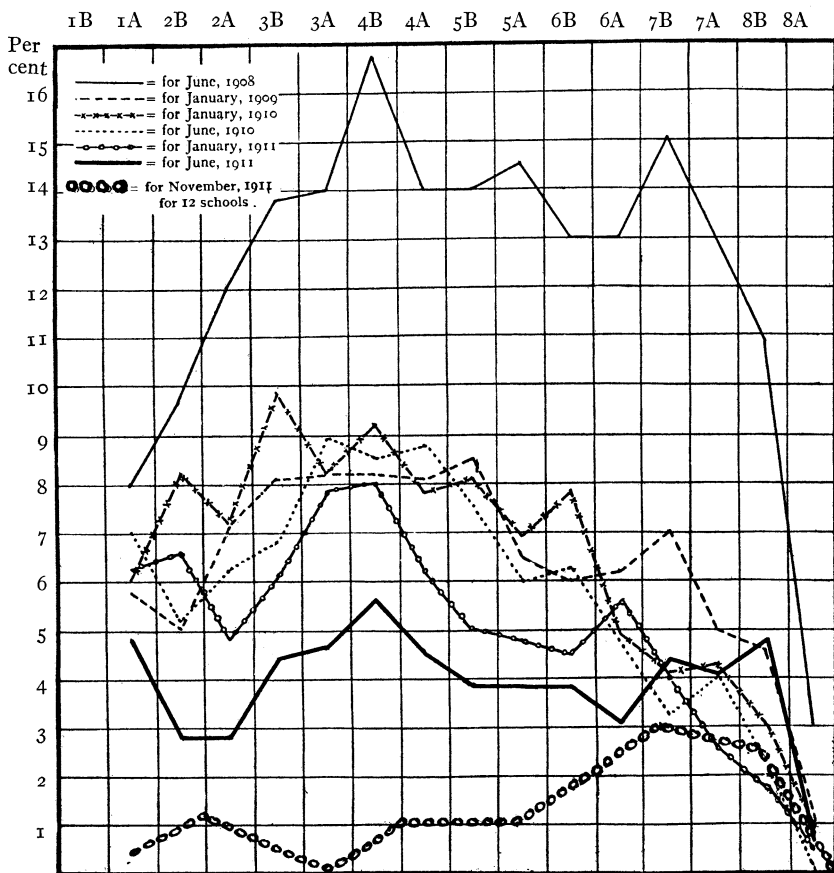
DEMOTIONS AND SPECIAL PROMOTIONS

SCHOOL	ENROLMENT			DEMOTIONS			PERCENTAGE OF DEMOTION			SPECIAL PROMOTION			PERCENTAGE OF PROMOTIONS			NET GAIN OR LOSS		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
16.....	251	275	526	4	2	6	.016	.007	.011	10	8	18	.04	.028	.034	.024	.027	.023 gain
30.....	273	278	551	7	1	8	.025	.003	.014	6	4	10	.022	.011	.018	.003 loss	.015 gain	.004 gain
52.....	410	429	839	4	2	6	.01	.005	.008	7	4	11	.017	.01	.013	.007	.008	.004 gain
			1,916	15	5	20												

NOTE:—The above table is presented in order to show the effect which the study of the retardation problem has had upon the bright pupil as well as the retarded one. We have been pulling from both ends. The bright children have been held down to wait upon the slow pupil and the slow ones have been pulled up. Each individual is a standard unto himself.

of the teachers expressed themselves as believing that such a course would help the individual teacher in making a more intelligent classification of her pupils.

TABLE OF RETARDATIONS IN WHITE SCHOOLS GRAPHICALLY REPRESENTED



In addition to this work, the teachers were asked to look after the pupils that might be advanced a grade. A study of the chart above will show the results of this experiment. Instead of repeaters there is a net gain in every case. This is not only a gain to the children but a saving to the city.

In a number of cases children recommended for demotion not only made good but did a higher grade of work than some who were passed regularly.

This does not mean that the judgment of the teacher in either case was not good. It does mean that some children grow during the vacation while others retrograde.

Such a plan of promotion seemed to be a relief to both teachers and pupils. Everybody seemed happy, consequently there was a good beginning. Fewer complaints have come from teachers with reference to the grading. The children felt that the responsibility rested with them. It was their business to make good.

A study of the table on retardations, which was given in the previous report, to which is added the retardations for November, 1911, reveals some interesting things. In the first place the crest which had been prominent in the 4B almost disappeared. The crest in the 7B remains. This is due to the fact that teachers feel that these children are near the end of the course and are not prepared to do the traditional high-school work. As a result of this these people are retained in grades 7A and 8B until they quit school. This conclusion has been reached after consulting with teachers who were responsible for retardation of pupils in these grades.

COMMENTS

It should be understood from the beginning that this report is not made to set forth the merits of a method of promotion. The plan as set forth here might not be the best one to follow. But the facts show that some method should be adopted that will not interfere with the progress of the child. The facts also show that we have been "guessing" in matters of promotion.

The fact that more than 50 per cent of those placed in the list of "trials" have made good indicates that we are in need of a new standard. The plan as indicated in this report has had a tendency to put the individual child as the center. The only standard with which a child ought to be judged is whether he is working up to a reasonable limit of his own capacity. A very large percentage of retarded children could be retarded from term to term if a grade standard be maintained. In many cases teachers have said that retarded pupils do poorer work the second term than the first. The fact that it has become an "unwritten" rule that pupils be not retained for more than two terms in any one grade indicates that as a rule these children make little improvement in repeating a grade.

Some teachers have raised the objection that if we are more liberal in our promotions, children will feel that they will be pro-

moted whether they put forth any effort or not. If retardation is simply to serve as a "lash" to whip the children into line, then it is time to search for another motive for work. On the other hand, if children could be made to feel that it is a constant application to duty that is wanted, and that at any time they fail to do the work they are to be retarded, a higher standard would be maintained. Personal comments by many teachers indicate that children do not take advantage of this wholesale advancement. But on the other hand, they feel that they are in the race and must keep up with the others.

Some have said that children may be able to do the work now but will not be able to keep up in one or two years. Such an objection is not very valid. In the first place if our course of study is so constructed that the child may be able to do the work of one grade and fail in some succeeding grade because he was a little slow in a previous grade, it indicates that we should modify the course. In the second place, it would be difficult to say that a weakness in a previous grade is the cause of failure in the advance grade. There are so many changes that may occur in the life of a child in the course of a few years.

It is interesting to note that a large number of pupils who would otherwise have been demoted are doing as good or even a higher grade of work than many who were promoted without question. In a few instances I found that children who would have been retarded were making an average of 80 in all their work, while others, promoted without question, were only making an average of 60.

The individual reports show that no pressure was brought to bear upon the teacher to make her feel that she was under obligation to reduce the number of retarded children. I know that in some cases it was suggested that we should think of both sides. The percentage of retardation had been so materially reduced that probably it had been forced too low. The reduction, as Mr. Mirick stated in the previous report, has come about because of the increase of the number of factors as a basis in making promotions. This increase in the number of factors has been a means of throwing light upon all the children. While special promotions

have been mentioned from three buildings only, the same condition exists at all the other buildings.

The general conclusion that may be drawn from such a study is that education must become a science in fact as well as in theory. If any business concern was as indifferent to the kinds of records kept as the average school, it could not possibly thrive. We work on the assumption that in practice, ignorance is the best policy. There is a feeling even yet among many excellent teachers that they do not care to know much of the past record of the children who come to them. We should know everything about the child. His past record should not in any way prejudice the teacher. Promotions must be based upon a knowledge of what the child has done, and how he has acted, in order that we may judge of what he is capable of doing.

The reports indicate that we have judged wrongly in about 50 per cent of the cases of retarded children. It seems evident, therefore, that a larger number of factors, or wholly different factors, should be considered in our promotion. It is also rather plain that one of these new factors should be a trial in the advanced grade.

The stress is often placed upon the number to be promoted rather than the number to be retarded. If, therefore, instead of moving the whole body of students, the few who cannot do the work were changed, the stress might be put at the proper place. It would be far better to have a few pupils pass along who cannot do the work, rather than err in 50 per cent of those who are retarded.

In order to view this whole subject from another angle I have compiled a few statistics from a large number of tests that were given by the teachers and the supervising principal. These tests were given in the following subjects: history, English, arithmetic, and spelling. The two tables that are given below will show the general results of these tests.

The individual report is similar to a large number of others that were handed in by the teachers. In a number of cases the trials were below the others. The differences in percentage, as shown in the general report, are not large enough to mean much. As there are only a few trials in each grade this would have a tendency to

lower the average. In almost every case a large number of pupils fell below the trial pupils.

The second table shows that there is a difference of only 9 per cent between the two classes. The most significant thing is that a large number, almost 20 per cent, are below the trial pupils. These children were put on "trial" after carefully considering past records and the nature of the new work.

It seems to be evident that what we need to do is to give all pupils a chance and not the few. When the final judgment is passed it must be based upon what the individual is able to get out of the work, and not how he measures up with his neighbor.

INDIANAPOLIS PUBLIC SCHOOLS

SPECIAL REPORT

1. Number pupils tested	18
2. Class average	59
3. Average of regularly promoted pupils	58
4. Average of trial pupils	64
5. Number who fell below trial pupils	8
6. Grade	7B

GENERAL REPORT

	2B	2A	3B	3A	4B	4A	5B	5A	6B	6A	7B	7A	8B	8A	Totals
1. Number pupils tested	22	26	26	23	37	..	95	103	69	59	56	58	57	45	676
2. Class average	92	100	86	81	82	..	69	71	73	65	69	74	71	69	75
3. Average of those regularly promoted	93	100	85	81	84	..	65	64	79	65	70	78	73	72	76
4. Average of trial pupils	89	100	89	71	76	..	63	57	61	65	72	59	56	40	67
5. Number below trial average	0	0	8	1	7	..	16	19	14	20	20	10	9	4	128